DOCUMENT RESUME

ED 349 915 HE 025 839

AUTHOR Kruzel, Sandra L.
TITLE Incorporating International Business Concepts into the High School Curriculum.
INSTITUTION Toledo Public Schools, Ohio.
PUB DATE Mar 92
NOTE 19p.; Paper presented the the Annual Meeting of the Eastern Michigan University Conference on Languages and Communication for World Business and the Professions, (11th, Ypsilanti, MI, March 25-28, 1992).
PUB TYPE Journal Articles (080) -- Speeches/Conference Papers (150)
JOURNAL CIT Balance Sheet; p10-12 May-Jun 1988

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Business Education; College School Cooperation; *Cooperative Education; Global Approach; Higher Education; *High Schools; *International Education; International Studies; Mentors; School Business Relationship; Secondary Education; *Vocational Education
IDENTIFIERS *Toledo Public Schools OH; University of Toledo OH

ABSTRACT

This document is comprised of a journal article ("Business Education with an International Flavor") and conference presentation handouts describing a 2-year course in international business management available to high school juniors and seniors in Toldeo Ohio. This program is a 2-year vocational business program for juniors and seniors in high school. The course was designed to develop students' global awareness and understanding of various cultures as they relate to American business. A survey of 20 Toledo-areas companies taken in the early stages of developing the course of studies showed 100 percent support for the program. Some business leaders worked with the schools to develop the program and to work on promotion, recruitment, curriculum development, and student requirements. Members of the International Studies Institute of the University of Toledo also helped with curriculum development. The overall course of study involves a combination of business administration subjects and international world trade concepts. Each student in the program has a sponsor who is a business professional in an international division of a Toledo-area company and who serves as a mentor for the 2 year period. Students are required to be fluent in or studying a foreign language. Two local universities also offer courses open to the students in the program. The handouts include various course materials including the course outline, guidelines for sponsors, and locations of program inquiries. (JB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED349915

Incorporating International Business Concepts Into the High School Curriculum

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☒ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Eastern MI Univ.

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Sandra L. Kruzel
Toledo Public Schools

HE 025 839

BEST COPY AVAILABLE

Business Education with an International Flavor

Sandra Kruzel

Sandra Kruzel is the director of Business Education for Toledo Public Schools, Toledo, OH 43608.

Involving the local business community and universities is the key to the International Business Manager program in Toledo, Ohio, high schools. This innovative course, which prepares both job- and college-bound juniors and seniors for the global marketplace, can be adapted for your locale.

According to a recent news story, U.S. students are "internationally ignorant and unprepared to compete in the growing world economy."[1] Most American students do not know enough about the people that inhabit the rest of the world outside the United States. What's more, 20 percent of American students cannot locate even the United States on the world map.

If the United States is to continue to be a world leader, our students must learn about the economic, social, and political influences around the globe. They must be encouraged to study not only current events in the United States but events going on throughout the world.

What does this discussion have to do with business education? Because our future business leaders will emerge from the present generation of students, Toledo Public Schools believes this field is an excellent place to begin such instruction. After all, the world is tied together through business relations.

Therefore, the Toledo district has added a new program to its curriculum—"International Business Manager," a two-year vocational business program for juniors and seniors who wish to pursue a career in international business or are interested in exploring the possibility. This course of studies is designed to develop students' global awareness and understanding of various cultures as they relate to American business.

Although students are encouraged to continue their education in college with an international business major, they are also prepared upon graduation from high school for entry-level positions in international divisions of American companies or international companies. And they may choose to go directly into the work force.

Initiating the Program

Before beginning a program of this type, it is essential to survey the business community for support and to determine the course's feasibility at the high school level. A survey of 20 Toledo-area companies involved in international trade showed 100-percent support for

BEST COPY AVAILABLE

such a program. As a result, an advisory committee of interested persons from these companies was developed. This committee, as well as the instructor of the new program, engaged in the following activities: program promotion and recruitment; curriculum development; establishment of student requirements; and company sponsorship.

Program Promotion and Recruitment

A promotional flier was developed to explain the program in detail, including the curriculum to be covered and a telephone number for students or parents to call for more information. It also listed the companies involved as sponsors.

Besides making these fliers available to all students through business and foreign-language classes and through school counselors, the program instructor visited various schools and fielded questions from interested students. (Although the program is housed in one of the public high schools, it is open to students attending any of the area high schools.)

In addition, the business supervisor appeared on a local television news show to explain the program and was interviewed on a local radio show.

Student Requirements

The advisory committee, the curriculum committee, and the instructor recommended the following requirements for students interested in entering the International Business Manager program:

1. At least a 2.5 grade average
2. Fluency or enrollment in a foreign language course
3. Good attitude and human-relations skills
4. Interest in pursuing international business as a career

The justification for such requirements is that these students are to be involved with comprehensive course content, in addition to working with business professionals in companies' international divisions through the sponsorship part of the program.

Curriculum Development

A curriculum committee of three business education teachers, two foreign-language teachers, and one administrator was established to develop the curriculum for this new program. They were assisted by members of the advisory committee, one of whom was the director of the Toledo World Trade Center. This outside help was of utmost importance, because there were few guidelines or materials available for teaching international business at the secondary level. The chairperson of the International Studies Institute of the University of Toledo also helped with curriculum development. The committee's goal was to provide a course of study that would flow smoothly into the collegiate program, and would give students a sound foundation.

Overall, the course combines business administration subjects with international trade concepts.

The course content for this program is as follows:

- Accounting
- Business communication
- Business law
- Economics
- General office procedures
- Geography
- History of foreign cultures
- Human relations skills
- International marketing
- Keyboarding skills
- Microcomputer/business applications
- World trade practices

World trade practices, for example, encompass such areas as current events, importing and exporting, international banking, and freight forwarding. Much reading and reporting is done from the *Wall Street Journal* and various other business publications. The overall course of study is a combination of business administration subjects and international world trade concepts.

Company Sponsorship

Each student in the program has a sponsor who is a business professional in an international division of a Toledo-area company. This volunteer serves as a mentor over the two-year period.

Some of the sponsor's activities include:

1. being available to the student to talk about any concerns involving international business;
2. explaining his or her department and company and how it involves international trade;
3. taking the student on a tour of the company or international division;
4. showing the student a slide presentation or any other media that will introduce the specifics of the company's international operations;
5. bringing the student into the company to do entry-level work or some shadowing on a voluntary basis at least once a month;
6. providing possible summer work or work during school holidays—voluntary or paid;
7. acting as a resource person or referring the student to other resource persons in the company, who could visit the classroom to speak on specific topics of international trade;
8. assisting the student in research projects;
9. providing the student with information or resource persons on the languages or cultures of the countries with which the company does business.

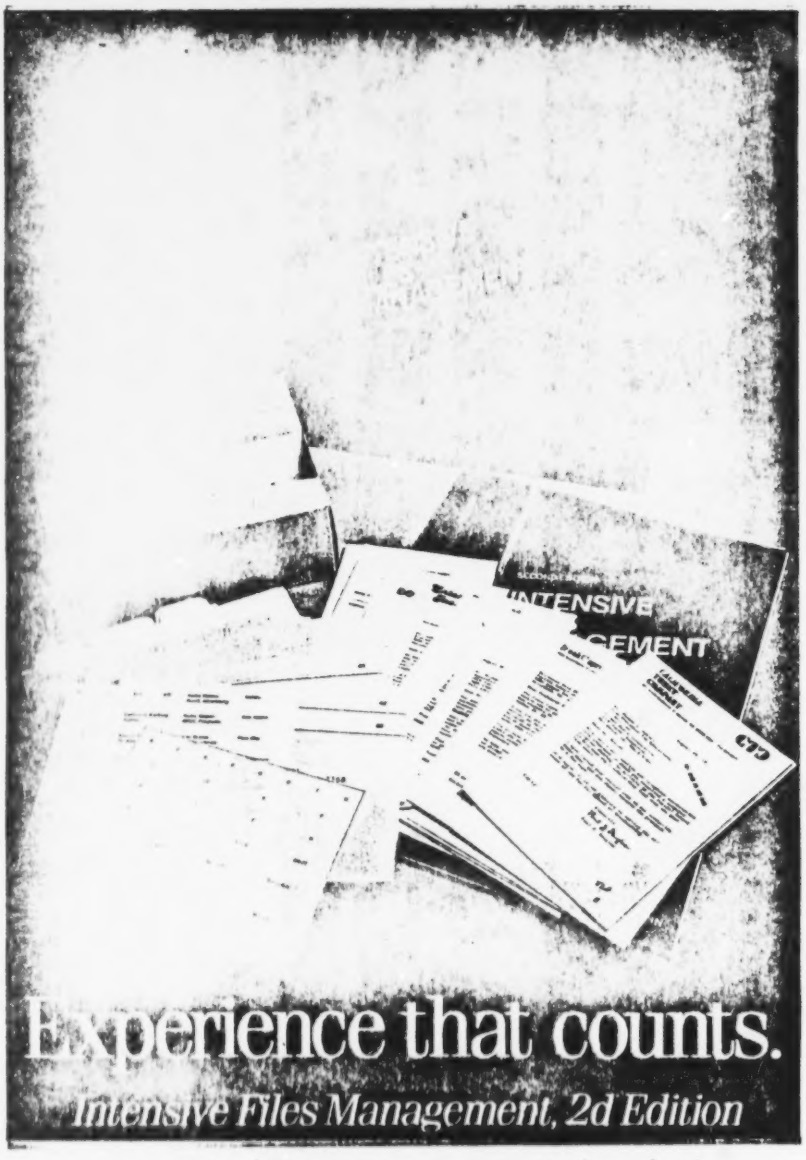
Foreign-Language Requirement

Students enrolled in the International Business Manager program are required to be fluent or enrolled in a foreign language. History of foreign cultures and foreign trade practices are included in the curriculum, and students are encouraged to share information with the class concerning the cultures whose languages they are studying. For example, students studying Spanish will do research and reports on the business trade practices and social systems of Spanish-speaking countries with which we trade.

Eastern cultures are stressed in the program because they differ so from the Western cultures with which the students are familiar. Students studying Chinese are now enrolled in the program; plans are being made to add Japanese to the Toledo Public Schools curriculum.

University Involvement

Two nearby universities offer International Business courses in their Business Administration departments: the



a files management simulation
from South-Western

Real-world experience can be found right in the classroom when your students use ***Intensive Files Management,*** by Henne.

This program serves as a "short course" that reinforces basic filing skills in just 20 hours. Students go to work for a busy Hollywood corporation and learn correct filing procedures for the four standard methods.

- alphabetic
- numeric
- subject
- geographic

The program complies with the ARMA 1985 Guidelines to Alphabetic Filing—designed to be used with manual or computerized filing systems.

Give your students the hands-on experience they need. Order Today.

SOUTH-WESTERN
COLLEGE DIVISION
5101 Madison Road
Cincinnati, OH 45227

Stock No. K27

University of Toledo and Bowling Green State University. As indicated previously, the curriculum committee worked closely with the chairperson of the International Studies Institute at the University of Toledo.

Also, the instructor of the high school program has accepted invitations to many workshops on various international topics provided for both university people and people from business and industry.

Members of a Toledo University student organization called AIESEC (a French acronym that stands for "International Association of Students in Economic and Business Management") participate in an exchange program in which they work as interns in businesses in foreign countries, while foreign students work in U.S. businesses. Plans are being made for these college students to share some of their experiences with the high school International Business students.

Other plans involve applying for joint grants for various International Business projects and possibly setting up a scholarship fund for outstanding International Business high school students who plan to continue their education. In addition, cooperative business education or early placement may be included in the second-year program for those students who plan to go directly into the work force upon graduation.

Conclusion

Although much effort is involved in setting up such a program, it is well worth it for the students who gain a strong foundation in business principles and a wealth of knowledge about business around the globe. Today's world becomes progressively smaller as we are drawn closer by technology, and the students who are prepared to live in this international society will be the ones who thrive. Pick up any *Wall Street Journal* today and what do you see? A number of stories that deal with events throughout the world and their effects on the United States. Are high school students too young to realize or really care what's happening outside our country? Toledo Public Schools doesn't think so, and we will continue to encourage these students to become corporate leaders—leaders who know what in the world's going on! ■

---

[1] *Atlanta Journal, November 1986.*

Our International Society

1. The world is made up of over 150 nations with 144 of them belonging to the United Nations.

2. In 1947 a trip across the Atlantic took 17 1/2 hours; today it takes only 3 1/2.

3. A message may be sent across the continent by satellite in an instant.

4. More than half of the US wheat, soybean, and rice is sold abroad.

5. Almost one-third of the US corporate profits are now generated through international corporate business.

6. Japanese firms have at least 1,177 businesses in the US that directly employ 81,300 US workers.

7. The US is the world's leading investor in plants and equipment abroad.

8. One American in 6 now owes his/her employment to foreign trade.

9. US employment services states that by the year 2000 there will be 125,000 new jobs in trade occupations especially due to exports.

10. The US/Canada trade amounts to about $160 billion a year and will probably triple by the turn of the century because of the free trade agreement.

11. According to the National Foreign Trade Council, 80 percent of US industry faces international competition.

A Global Look at Business Education, NBEA Yearbook, No. 29

International Business Manager
Course Outline
Recommended Content By Quarter

1st quarter	Hours
Geography/Current Events	20
Customs/Cultures	10
Keyboarding/Electronic Communications	30
Conducting World Trade	20
Business Management and Procedures	10
Office Safety	5
Business Professionals of America	17.5
2nd quarter	
Business Management & Procedures	15
Utilizing Computer Terminal	20
Conducting World Trade	30
Customs/Cultures	10
Geography/Current Events	15
Office Procedures/Human Relations	10
Business Professionals of America	2.5
3rd quarter	
Business Law	20
Conducting World Trade	20
Accounting/International Finance	20
Utilizing Computer Terminal	20
Communicating with Others	10
Customs/Current Events	10
Business Professionals of America	12.5
4th quarter	
Applying Economic Principles	30
Conducting World Trade	20
Entrepreneurship	20
Business Management and Procedures	20
Securing Employment/Careers	15
Business Professionals of America	7.5
TOTAL HOURS	450

Rev. 3/92

RECOMMENDED STUDENT PREREQUISITES

FOR

INTERNATIONAL BUSINESS MANAGER PROGRAM

1. *Students should be interested in international business as a career.*

2. *Students should have good human relations skills because of the interaction with the business community.*

3. *Students must be juniors or seniors.*

4. *Students should have a 2.5 or better grade point average.*

5. *Students should be fluent or enrolled in a foreign language.*

6. *Students should have a good attendance record.*

SUGGESTED SPONSOR ACTIVITIES

Make yourself available to students to talk about any concerns involving international business.

Explain your department and company and how they are involved in international trade.

Take the students on a tour of the company or international division.

Show the students a slide presentation or any other media which will introduce them to the specifics of international operations of your company.

Bring the students into your company to do entry-level work or some shadowing on a voluntary basis at least twice per month.

Provide possible summer work or work during school holidays--voluntary or paid.

Act as a resource person or refer students to other resource persons in your company who could visit the classroom to speak on specific topics of international trade.

Assist students in research projects. Provide students with information or resource persons regarding foreign languages or foreign cultures of the different countries with which your company does business.

INTERNATIONAL BUSINESS MANAGER
Student Experiences With Sponsors

The following excerpts are taken from students' reports concerning their experiences with their International Business sponsors. To keep this report short, I took just the most interesting parts from each student's report.

. . . One experience that stands out in my mind is the day that I spent in commodities. I learned to read and understand the stock market. Mr. Guest took me over to a large screen and we watched how the figures on the board changed. We watched it until the market closed and discussed the various changes. This experience taught me something that I can use for the rest of my life, something that I probably wouldn't have learned in a normal classroom. . .

. . . I have learned something here every day, from the first day when he told me how his grandfather got the business started as a cotton ginner. The idea of rolling a measuring tape into the fabric to get an accurate measure of the fabric without having to unroll it. I saw how the machines worked, how they are used, how the product is packaged and shipped on to large vessels to its destination mainly overseas. We discussed the countries in which the product was shipped such as Bolivia, Northern Ireland, Costa Rica, Venezuela, Peru, Canada, Australia, Zimbabwe, South Africa, and West Germany, just to name a few. . .

. . . I made a trade of foreign currency. My sponsor explained exactly what I was supposed to do and he allowed me to make a phone call overseas to the First Republic Bank in Germany. I called in an order to sell $590,000 Deutches marks for American dollars. I was given the transaction for my trade. I spoke with a Mr. Turner who was with the First Republic Bank in Germany. This was an accomplishment that no other student had ever experienced, according to my sponsor. . .

. . . I went to lunch with my sponsor and the company's legal attorney. During lunch we had a business discussion on the laws and rights of companies. It was very interesting and business like. . .

. . . So he had one of the people who worked in the computer department show me around and talk to me about the changes in the way information is now sent and stored. My sponsor is also a very good resource in helping me do reports. In addition to being informative, he listens and is more interesting than a book or going to the library. . .

. . . Two weeks ago I went to the International Business seminar at the SeaGate Centre with my teacher and fellow students. It was entitled "The Global Market: Competitive Strategies for Your Company's Growth and Survival." Some of the subjects discussed were exporting and importing, licensing, joint ventures, and subsidiary operations as entry strategies into the global market. . .

. . . I am working on a report for the Port Authority that deals with the Canadian-American Free Trade Agreement. I look forward to the nice weather when many more ships should be coming into our port. . .

. . . My supervisor allowed me to call Japan by giving me code numbers to use. He also let me sit in on a very important meeting concerning a shipment of brakes which were never delivered to their customer. He then began to question me on certain business solutions and how I would have handled the problem. . .

. . . I visited a large corporation today for the first time. My teacher met me in the parking lot and we went into the building together; I was so nervous. I will never forget how professional everything was. This visit was designed to make me become more familiar with the company and the director of human resources, the manager of export sales for the international division, and a few international consultants. They were all so friendly and welcomed me with open arms. I could tell right away that I was going to like working here and couldn't wait to get started. . .

. . . I got to do some telexes to different countries. I saw an accounts file for Venezuela and I heard my sponsor talk to someone about a joint venture with India. I thought it was really interesting. India was a country where if you want to do business with them, you have to go through a lot of red tape. . .

. . . I learned about contracting today. I think that today might have been one of the most exciting times for me in my company. My supervisor gave me an example of a contract that took place five years ago. It was a joint venture project between our company and a company in Venezuela. My job was to read through the contract, pick out the strong points and the bad points and give an overall summary of the contract to my sponsor. In other words, I had to present the contract to him like it was the real thing. I was scared. I think the reason I liked today so much is because I had the feeling of actually doing something. I felt I was trying to sell this project to the president of the company and it was a great feeling. . .

. . . One of the students in the program will be an exchange student in Australia during the second semester. The company that sponsored her, the DeVilbiss Company, made contact with their counter part in Australia. This young lady is continuing her experience in International Marketing in Australia as an exchange. student.

SEMESTER COURSE
INTERNATIONAL TRADE STUDIES

Geography overview

Cultures, behaviors, and business practices of trading partners

Basic economic concepts

Transportation and insurance concepts

Banking and finance of international trade

Export marketing and documentation

Importing

Government involvement in foreign trade

Careers--international business

INTEGRATING INTERNATIONAL CONCEPTS IN EXISTING BUSINESS EDUCATION PROGRAMS

1. KEYBOARDING PRACTICE
   --material on customs and cultures of different countries

2. GEOGRAPHY REVIEW
   --students should point out on a map locations of branches and/or customers with which their company does business (CBE students).
   --understanding time zones

3. COMMUNICATIONS
   --letters
      different writing styles, format, tone
   --addressing envelopes
      special mailing notations, practice typing foreign addresses
   --international postal regulations
   --face-to-face
      space, touching, greeting, dress, silence, etc.
   --making international long distance phone calls
   --importance of the fax machine

4. TRAVEL ARRANGEMENTS
   --preparation for overseas travel
   --passports/visas
   --preparing for the visit or visitor

5. UNDERSTANDING BUSINESS CULTURE AND PROTOCOL OF MAJOR TRADE PARTNERS
   --prepare for overseas travel
   --preparing to receive foreign visitors
   --reports and manuscripts; research on culture, behaviors, and business practices

6. HUMAN RELATIONS SKILLS
   --tie in differences of people in other countries eye contact, punctuality, space, greeting, gift giving, entertaining, business cards

7. NAMES AND TITLES
   --comparing business titles of various countries
   --name usage

8. ACCOUNTING
   --have accountant speak to students regarding differences in accounting methods, tax laws, etc.

9. BUSINESS LAW
   --speaker on international law
   --international business ethics

INQUIRIES ABOUT INTERNATIONAL BUSINESS PROGRAM

ALABAMA
- Mountain Brook

CALIFORNIA
- San Jose

COLORADO
- Aurora (2)
- Golden
- Littleton

CONNECTICUT
- East Haven (2)

D.C.
- Washington

FLORIDA
- Orlando

GEORGIA
- Atlanta
- Decatur

INDIANA
- Indianapolis

ILLINOIS
- Lake Forest
- Oak Park

KANSAS
- Shawnee Mission
- Emporia
- Lexington
- Louisville
- Morehead

KENTUCKY
- Lexington
- Louisville
- Morehead

MARYLAND
- Baltimore
- Bel Air
- Edgewood
- Towson (2)
- Rockville

MICHIGAN
- Lansing
- Lapeer
- Southfield
- Warren
- Ypsilanti

MISSOURI
- Kansas City (2)

MONTANA
- Helena

NEBRASKA
- Omaha

NEW JERSEY
- Morrestown

NEW YORK
- New York

OHIO

Cleveland
Holland
Lakewood
Medina
New Philadelphia
Westlake
Younstown

PENNSYLVANIA

Unionville
Wexford

UTAH

Logan

VIRGINIA

Reston
Richmond (2)

WASHINGTON

Port Orchard
Kent

WISCONSIN

Pulaski
Milwaukee
Waukesha

WYOMING

Lorainne

CANADA--NEWFOUNDLAND

St. Johns

REV. 03/19/92

THE IMPORTANCE OF US EXPORTS

1. The United States is a mature market--**little or no growth potential without exporting.**

2. Our market grew only 18 percent since 1972 **(less than 1 percent per year).**

3. Total exports from the US amount to **$260 billion annually.**

4. On average **$1 billion of exports creates 25,800 jobs.**

5. **One** out of every **15 jobs** in the US depends on **exports**.

IMPORTANCE OF OHIO EXPORTS

1. **Ohio** is the **third largest exporter** of manufacturing products behind California and Texas.

2. There are **350,000 jobs created** to manufacturing because of **Ohio's exports (one out of seven).**

3. **Eighty percent** of all **new jobs** created during the decade of the 80s were **export related.**

4. **Ohio exports $27 billion** worth of products and services each year.

5. If we could **increase Ohio's exports 10 percent** we would add **67,000 jobs to Ohio** in the coming years.

David Harpley, Ohio Department of International Trade

How Business Educators Can Prepare to Infuse International Business Concepts into Their Business Curriculum

1. Take advantage of every opportunity to learn more about the international society, different cultures, and the changing world--public television, National Geographic, Wall Street Journal, USA Today and various periodicals' international business sections.

2. Talk with local businesses and Chambers of Commerce or trade organizations in your city and join them where possible. Many of them have luncheon programs with speakers addressing international topics.

3. Teach students decision making and critical thinking skills by assigning them readings of international business articles; encourage debate in the classroom. For example: "Is it better to buy American if the quality of the foreign product is better?"

4. Visit a nearby university or international business department.

5. Bring in a speaker or take students on field trip to an international division of a corporation or bank.

6. Teach students respect for all people and an awareness of other cultures. Help them become sensitive to the various cultures and conditions around the world.

7. Attend seminars, conferences or conventions dealing with international business.

8. Material is available from the Joint Council on Economic Education, 2 Park Avenue, New York, New York, 10016. Ask for the International Trade Publication, Curriculum Series, which contains 23 separate lessons related to world trade, global economics and economic reasoning.

9. Cooperate with your foreign language departments and get information about different cultures and language differences.

10. Compare the American business office with the foreign business office.

11. Identify the types and uses of equipment in international business such as the fax machine and courier services.

12. Explore various career paths available in international business.

13. Have the students report on cultures and business practices of our major trading partners.

14. Have students identify the products they have at home with the country they came from. Have them check labels on furniture, clothes, etc.

15. Teach students to make an international phone call. Get some information from your telephone company.

16. Get geography materials available from Nystrom, Mr. Karl Szelpal, 235 Mercer, Apartment 5A, Bowling Green, Ohio, 43402.

17. Obtain video materials on cultures and business practices of our trade partners (Intercultural Press, Inc., P.O. Box 700, Yarmouth, Maine, 04096).